STANDARD VIII: *Responsive Services.* These services are available to address the immediate concerns and identified needs of all students through an education-oriented and programmatic approach, and in collaboration with existing school programs and coordination with family, school and community resources.

Levels of Performance

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.
Review Team – Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Prevention	❑ Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. ❑ There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources. ❑ Counselors are current regarding applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used. ❑ Counselors use a programmatic system (e.g., Myrick's model–see the Illustrated Guide on the CCGP homepage) to deliver information to students about growth, development and transition issues to empower students to successfully navigate developmental challenges and life events.	❑ Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. ❑ There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources. ❑ Counselors are current regarding applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used. ❑ Counselors use a programmatic system in most instances to deliver information to students about growth, development, and transition issues to empower students to successfully navigate developmental challenges and life events.
Intervention	❑ Programs and activities have been implemented that address issues identified from the needs data collection and analysis. ❑ The CCGP provides ongoing, effective groups and classes to deal with ongoing student issues (e.g., grief, divorce, transitions, or violence) and are responsive to school needs data and school improvement plans. ❑ Counselors effectively follow-up with students or others as required following responsive services contact. ❑ District and school crisis response plans are in place.	❑ Programs and activities have been implemented which address issues identified from the needs data collection and analysis. ❑ The CCGP provides ongoing, effective groups and classes to deal with ongoing student issues (e.g., grief, divorce, transitions, or violence) and are responsive to school needs data. ❑ Counselors effectively follow-up with students or others as required following responsive services contact. ❑ District and school crisis response plans are in place.
AI/AN	❑ Support for students specific to AI/AN issues (e.g., sovereignty, cultural grief, social structure, and learning processes) is available in the school or community.	❑ Support for students specific to AI/AN issues (e.g., sovereignty, cultural grief, social structure, and learning processes) is available in the school or community.

School CCGP Team – Circle the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 40.

Overall rating for this standard:	4	3	2	1	0

Levels of Performance

2 Limited development and/or partial implementation	1 Low level of development and implementation	0 No evidence of development or implementation
❑ Provisions have been made for counselor availability and/or timely response to student, staff and parent needs.	❑ Counselors have made no provisions for availability.	❑ No programs or planning of services has taken place.
❑ There is some coordination with existing school and district programs and collaboration with school, community, and family resources.	❑ There is little or no knowledge or use of existing resources.	❑ There is no knowledge or use of existing resources.
❑ Counselors are aware of applicable laws. Required forms are used sometimes.	❑ Counselors are not current regarding applicable laws, and required forms are not used.	❑ Counselors are not current regarding applicable laws, and required forms are not used.
❑ Counselors are beginning to use a programmatic system, but still rely primarily on a crisis response format to deliver information to students about growth, development, and transition issues to empower students to successfully navigate developmental challenges and life events.	❑ Counselors are using only a crisis response system to deliver information to students about growth, development, and transition issues, and are not empowering students to successfully navigate developmental challenges and life events.	❑ Counselors are using only a crisis response system to deliver information to students about growth, development, and transition issues, and are not empowering students to successfully navigate developmental challenges and life events.
❑ Programs and activities have been implemented, but are not responsive to the needs data collection and analysis.	❑ Minimal programs exist to address the immediate and ongoing needs of the students.	❑ No proactive programs exist.
❑ Some groups are organized. Their relation to school needs data and school improvement goals is not clear.	❑ There is no evidence of counselors using groups for response plan.	❑ Counselors are not using groups for response plan.
❑ Counselors make some attempts to follow-up with students.	❑ Counselors make no attempt to follow-up with students.	❑ Counselors make no attempt to follow-up with students.
❑ The district response plan in connection to the school response plan is not clear.	❑ No district/school plans are in place.	❑ No district/school plans are in place.
❑ Specific support groups to meet the needs of AI/AN students are sometimes available in the school or community.	❑ Specific support groups to meet the needs of AI/AN students are rarely available in the school or community.	❑ Specific support groups to meet the needs of AI/AN students are not available in the school or community.

Review Team – Check the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 41.